

ARTICLE 24:16

TEACHER PREPARATION PROGRAM APPROVAL

Chapter

- 24:16:01 Definition of terms, Transferred, effective July 1, 2008.
- 24:16:02 Approval process for teacher education programs, Transferred, effective July 1, 2008.
- 24:16:03 Organization and administration of programs, Transferred, effective July 1, 2008.
- 24:16:04 Professional educational faculty, Repealed, effective July 1, 2008.
- 24:16:05 Candidates in teacher education, Transferred, effective July 1, 2008.
- 24:16:06 General education, Repealed, effective July 1, 2008.
- 24:16:07 Professional education requirements for teaching programs, Repealed, effective July 1, 2008.
- 24:16:08 Requirements for basic teaching programs, Transferred, effective July 1, 2008.
- 24:16:09 Requirements for administrative programs, Transferred, effective July 1, 2008.
- 24:16:10 Requirements for school service programs, Transferred, effective July 1, 2008.

CHAPTER 24:16:01

DEFINITION OF TERMS

(Transferred to Chapter 24:53:01, effective July 1, 2008)

Section

- 24:16:01:01 Definitions.

24:16:01:01. (Effective through June 30, 2008) Definitions. Terms used in this article mean:

(1) “Accreditation,” process for assessing and enhancing academic and educational quality which informs the public that an institution has a professional education unit meeting established standards;

(2) “Candidates,” individuals who are seeking admission to or who are enrolled in programs for the preparation of educational personnel;

(3) “Conceptual framework,” rationale and organizing principles that guide the development of the curriculum for professional preparation programs, including the categorization of knowledge;

(4) “Coursework,” either recognized courses or identified content, learning experiences, or course objectives;

(5) “Department,” South Dakota Department of Education and Cultural Affairs;

(6) “Education program,” a sequence of courses and experiences requiring completion of a degree with a major or its equivalent that meets preparation standards in this article;

(7) “Education endorsement program,” a sequence of courses and experiences completed at a minor level or less that meets preparation standards in this article;

(8) “Institution,” an accredited four-year college or university;

(9) “Internship,” a field-based experience conducted as a culminating experience in a preparation program;

(10) “Knowledge base,” the basis for effective teaching derived from empirical research, disciplined inquiry, informed theory, and the wisdom of practice;

(11) “Methodology or methodology course,” a course that develops an understanding of the central concepts, tools of inquiry, and structure of a discipline; the ability to evaluate the effectiveness of instructional processes, learning resources, and curriculum materials appropriate

to a discipline; and the ability to relate to subjects within a discipline and in other disciplines and to apply that knowledge to real life situations and experiences;

(12) “Occupational work experience,” full-time, nonteaching employment in a vocational or technical area;

(13) “Practicum,” preservice professional practice in educational settings which is relevant to the field of study for which candidates are preparing and which is supervised by a certified teacher and a university or college supervisor;

(14) “Pedagogical studies,” courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching;

(15) “Student teaching,” an in-depth, direct teaching experience in a school setting conducted as a culminating field-based experience for the teacher education program;

(16) “Unit,” the administrative body within the institution that is primarily responsible for the preparation of educational personnel.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:16:02

APPROVAL PROCESS FOR TEACHER EDUCATION PROGRAMS

(Transferred to Chapter 24:53:02, effective July 1, 2008)

Section

24:16:02:01 Program approval.

24:16:02:02 Requirements for innovative and experimental programs.

24:16:02:03 Requirements for certification-only programs.

24:16:02:01. (Effective through June 30, 2008) Program approval. The South Dakota Board of Education may grant initial approval to each program for the preparation of educational personnel offered by a four-year accredited institution upon validation by the department that the standards in article 24:16 are met. An onsite review at least once every five years by a team which represents each educational program offered shall verify the institution's continuing compliance. The department shall train and monitor the teams. For institutions seeking accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the department shall accept and make results of the NCATE review for chapters 24:16:03 to 24:16:07, inclusive, a part of the department's report and recommendation to the South Dakota Board of Education.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

Note: Program standards in article 24:16 apply to the review of teacher preparation programs beginning in the 2000-2001 term.

24:16:02:02. (Effective through June 30, 2008) Requirements for innovative and experimental programs. An institution may request approval of an innovative and experimental program by submitting, on forms provided by the department, information as follows:

- (1) A statement of purpose and need for the program;
- (2) A statement of the competencies needed by candidates completing the program;
- (3) A program timetable which establishes dates for beginning entrants in the program, the candidates' anticipated completion, and evaluation checkpoints for the program.

- (4) Course syllabi for required coursework;
- (5) Vitae of all faculty involved in the program; and
- (6) Documentation of compliance with general education and professional education requirements for teaching programs.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:02:03. (Effective through June 30, 2008) Requirements for certification-only programs. An accredited institution with approved education programs may request approval for K-12 and 7-12 certification-only programs for teacher education candidates who have completed at least a baccalaureate degree from an accredited institution. Certification-only programs are modifications of the study and experience requirements of any education program of article 24:16. Certification-only programs incorporate the applicable general education, professional education, and program standards and requirements for admission, matriculation, and exit from such programs, but allow an institution to accept previous demonstrations of knowledge, skills, and attitudes judged to meet satisfactorily those preparation standards or program requirements.

Before admission to the program, institutions shall require candidates in certification-only programs to pass the state certification content exam. Institutions shall recommend candidates for certification after successful completion of the certification-only program.

Source: 30 SDR 211, effective July 5, 2004.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:16:03

ORGANIZATION AND ADMINISTRATION OF PROGRAMS

Section

- 24:16:03:01 Mission, goals, and objectives, Transferred, effective July 1, 2008.
- 24:16:03:02 Conceptual framework and knowledge bases, Transferred, effective July 1, 2008.
- 24:16:03:03 Institutional responsibility, Transferred, effective July 1, 2008.
- 24:16:03:04 Administrative responsibility. Repealed.
- 24:16:03:05 Written administrative and personnel policies. Repealed.
- 24:16:03:06 Financial resources. Repealed.
- 24:16:03:07 Long-range planning. Repealed.
- 24:16:03:08 Institution and school collaboration. Repealed.
- 24:16:03:09 Facilities and resources. Repealed.

24:16:03:01. (Effective through June 30, 2008) Mission, goals, and objectives.

Institutions of higher education with programs for the preparation of education personnel shall operate under a written mission statement. The unit's statements of goals and program objectives, consistent with the mission statement, shall serve as a basis for decision making regarding policies affecting all programs for the preparation of education personnel and shall assure that education graduates are prepared to serve in diverse settings. Transferred to § 24:53:03:01, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:02. (Effective through June 30, 2008) Conceptual framework and knowledge bases. A written conceptual framework, consistent with the institution's mission, shall provide the basis for the curricula of the unit's programs for the preparation of education personnel. The knowledge base of each program shall be founded on research, the wisdom of practice, and emerging education theory provided by professional organizations, preschool through grade 12 personnel, candidates, graduates, employers of graduates, and professional education faculty, including faculty of subject area disciplines. Systematic evaluation of candidates and graduates shall be conducted and the results used to improve the conceptual framework, enhance the knowledge base, and assure the quality of each program. Transferred to § 24:53:03:02, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:03. (Effective through June 30, 2008) Institutional responsibility. The institution shall provide evidence that it accepts legal responsibilities for fulfillment of its established mission, goals, and objectives. A written record of all policy decisions by the institution shall be maintained. Transferred to § 24:53:03:03, effective July 1, 2008

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:04. (Effective through June 30, 2008) Administrative responsibility. Policies and written documentation of practice shall demonstrate that the responsibility to administer

quality control in programs for the preparation of education personnel is designated to a single administrative unit with a primary administrative officer. Repealed, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:05. (Effective through June 30, 2008) Written administrative and personnel policies. The institution shall provide written policies outlining the roles, responsibilities, conditions for employment, evaluation, promotion, professional development, tenure, and compensation of the governing body, the administration, the faculty, and staff. Repealed, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:06. (Effective through June 30, 2008) Financial resources. The institution shall operate within a printed budget audited by an outside agency. Continuous allocations for campus and extended service programs within the unit must be sufficient to accomplish the goals of the program. The budget specified for the preparation of education personnel shall be equitable to other professional programs within the institution. Repealed, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:07. (Effective through June 30, 2008) Long-range planning. The unit shall maintain a current three- to five-year plan to ensure the ongoing vitality of the unit and its

programs. The unit shall annually monitor and restructure the plan for compliance to standards, vitality, appropriateness of physical facilities, recruitment for diversity in faculty and candidates, and involvement of the educational community. Repealed, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:08. (Effective through June 30, 2008) Institution and school collaboration.

The institution and individual school systems shall collaborate in the development of the program for the preparation of education personnel. A document shall define responsibilities related to each candidate's laboratory, practicum, student teaching, field and intern experience, including compensation, mentoring, supervision, evaluation, and problem resolution. An individual from the institution shall serve as a liaison to the individual school system. Repealed, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:09. (Effective through June 30, 2008) Facilities and resources. The institution shall provide facilities and resources, including a library media center, demonstration laboratory, and professional curriculum resource center, which support quality programs for the preparation of education personnel. The facilities and resources shall be:

- (1) Consistent with the goals and objectives of the program;
- (2) Current and relevant to the programs offered and number of enrollees;

(3) Able to provide instructional, research, and support services which have adequate scope and multiple perspectives for faculty and candidates; and

(4) Reviewed systematically with the review results used in the institution's long-range planning documents. Repealed, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:16:04

PROFESSIONAL EDUCATION FACULTY

(Repealed, effective July 1, 2008)

Section

24:16:04:01 Professional preparation and experience of faculty.

24:16:04:02 Effectiveness of faculty.

24:16:04:03 Faculty instructional methods.

24:16:04:04 Faculty workload.

24:16:04:01. (Effective through June 30, 2008) Professional preparation and experience of faculty. The institution shall provide evidence that the professional education faculty (full-time, part-time, or adjunct) involved in the undergraduate or graduate programs for the preparation of education personnel have completed a doctoral degree or its equivalent or have demonstrated exceptional expertise for their assigned roles and responsibilities. School site faculty who supervise candidates shall be certified, have at least three years of teaching experience in their field, and have demonstrated competence for their assigned roles and responsibilities. Professional education faculty shall demonstrate professional development

through active involvement in preschool through grade 12 schools, professional associations, and learned societies, as well as advanced study in their area of expertise and assignment.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:04:02. (Effective through June 30, 2008) Effectiveness of faculty. The institution shall provide evidence that policies of selection, evaluation, retention, professional development, and promotion of personnel are consistently applied to ensure the continuance of effective programs for the preparation of education personnel.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:04:03. (Effective through June 30, 2008) Faculty instructional methods. The institution shall provide evidence that the faculty meets the diverse needs of candidates through use of a variety of instructional models, methods, materials, educational technologies, and evaluation procedures which are based on current research and recommendations of professional organizations and preschool to grade 16 practitioners.

Source: 24 SDR 160, adopted May 29, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:04:04. (Effective through June 30, 2008) Faculty workload. The institution shall implement a plan for faculty workload which ensures equity and includes teaching, supervisory

responsibility, advisement, service, and research. A full-time faculty load position is equivalent to:

- (1) Teaching 12 semester hours of undergraduate credit; or
- (2) Teaching nine semester hours of graduate credit; or
- (3) Supervising 18 full-time equivalent student teachers.

Faculty who direct graduate projects and advise undergraduates and graduate candidates shall have their workload adjusted appropriately.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:16:05

CANDIDATES IN TEACHER EDUCATION

Section

- 24:16:05:01 Admission policies and practices, Transferred, effective July 1, 2008.
- 24:16:05:02 Retention policies and practices. Repealed.
- 24:16:05:03 Candidate evaluation and postgraduate studies, Transferred, effective July 1, 2008.
- 24:16:05:04 Personnel services for candidates, Transferred, effective July 1, 2008.
- 24:16:05:05 Personnel records for candidates, Transferred, effective July 1, 2008.
- 24:16:05:06 Faculty advisement for candidates, Transferred, effective July 1, 2008.

24:16:05:01. (Effective through June 30, 2008) Admission policies and practices. The unit shall print and distribute a policy with specific admission standards and procedures that govern student recruitment and acceptance into the preparation programs. The policy shall

include a plan, documentation of effort, and results for the recruitment of a diverse student body. The unit shall provide written verification that candidates are informed about state laws and rules which govern the issuance of certificates for educational personnel. Criteria for admission shall include the following:

(1) Completion of prior college or university coursework with at least a 2.5 grade point average on a 4.0 scale;

(2) Evidence of academic proficiency at a grade point average of 2.6 or above in the academic major; and

(3) Recommendations based on personal characteristics and experiences requisite to teaching. Transferred to § 24:53:04:01, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:05:02. (Effective through June 30, 2008) Retention policies and practices. The unit shall print and distribute specific policies which establish criteria and describe the monitoring process for a candidate's retention in the program. Areas for remediation shall be clearly identified and assistance provided, monitored, and documented. Repealed, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:05:03. (Effective through June 30, 2008) Candidate evaluation and postgraduate studies. The unit shall print and distribute a comprehensive plan for assessing

candidates that specifies criteria for exit from the program. The criteria shall require that candidates maintain at least a 2.5 grade point average on a 4.0 scale for the duration of the program. The assessment plan shall be based on multiple data sources and shall be consistent with program objectives and the conceptual framework. The unit shall provide evidence to the department that graduates have met the requirements of the approved program and have demonstrated competence in all applicable standards. The unit shall conduct follow-up studies to obtain data on employment of its graduates in educational institutions that are specific to the graduate's program and that address teaching performance. Results of candidate evaluation and follow-up studies shall be used to modify and improve programs.

Effective July 1, 2005, each approved education program for the preparation of teachers shall measure candidates' content and pedagogical knowledge as required by chapter 24:16:07 and the applicable programs of chapter 24:16:08 with the state certification exams.

Effective July 1, 2005, applicants must achieve the established passing scores set by the state Board of Education in order to be recommended for certification to the department.
Transferred to § 24:53:04:02, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 26, effective September 3, 2003.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:05:04. (Effective through June 30, 2008) Personnel services for candidates. The institution shall provide written information to candidates about academic, personal, and career counseling and the means of accessing these services. Career counseling shall include current supply and demand data for education personnel and placement services available to assist

candidates in locating employment. Data on the employment of graduates shall be maintained.

Transferred to § 24:53:04:03, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:05:05. (Effective through June 30, 2008) Personnel records for candidates.

The institution shall maintain a system of accountability for each candidate, which includes a permanent record for each candidate enrolled. The candidate's permanent record shall include:

- (1) Verification that admission standards of the program have been met;
- (2) A document indicating the candidate's status in the program of study;
- (3) A transcript of completed course titles, credits, and grades;
- (4) Descriptions and evaluations of all professional field experiences;
- (5) Verification of admission to student teaching based on personal characteristics and scholarship in professional education and content studies;
- (6) Assessment results indicating competence in the teaching field or field of study;
- (7) Effective July 1, 2005, an official copy of all test scores including any subtest scores provided by the testing company on the state certification exams for each subject or area of authorization and for the pedagogy exam for each age or grade span for which the applicant has completed an approved education program; and
- (8) Certification recommendation. Transferred to § 24:53:04:04, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 26, effective September 3, 2003.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:05:06. (Effective through June 30, 2008) Faculty advisement for candidates.

The unit shall provide an advisory system for candidates in undergraduate and graduate programs. The unit shall assign each candidate to a faculty adviser who possesses a thorough understanding of the institution's approved programs and certification requirements. The unit shall provide documentation of regular adviser and advisee consultations. Transferred to § 24:53:04:05, effective July 1, 2008.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:16:06

GENERAL EDUCATION

(Repealed, effective July 1, 2008)

Section

24:16:06:01 General education studies.

24:16:06:02 Demonstrated competence in communication skills.

24:16:06:03 Demonstrated knowledge.

24:16:06:01. (Effective through June 30, 2008) General education studies. General education includes completion of a planned sequence of courses or experiences in humanities; mathematics; natural, social, and behavioral sciences; oral and written communication skills; technology; wellness and physical activity; and the arts. General education incorporates an understanding of the developmental, cultural, scientific, creative, technological, and aesthetic

processes which foster critical and analytical approaches to knowledge and the study of multicultural and global perspectives.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:06:02. (Effective through June 30, 2008) Demonstrated competence in communication skills. The general education program shall require demonstrated competence in written and oral communication skills.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:06:03. (Effective through June 30, 2008) Demonstrated knowledge. The general education program shall require demonstrated knowledge in:

- (1) Basic mathematical processes and symbols;
- (2) Historical and cultural concepts and social institutions of a multicultural society;
- (3) Principles of mental and physical health, including safety practices;
- (4) The arts and humanities;
- (5) Technology; and
- (6) Natural and social sciences.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:16:07

PROFESSIONAL EDUCATION REQUIREMENTS FOR TEACHING PROGRAMS

(Repealed, effective July 1, 2008)

Section

24:16:07:01 Development of knowledge, skills, and attitudes in teacher candidates.

24:16:07:02 Pre-student teaching.

24:16:07:03 Student teaching.

24:16:07:01. (Effective through June 30, 2008) Development of knowledge, skills, and attitudes in teacher candidates. Each program for the preparation of teachers shall require study and experience to develop the following competencies in teacher candidates:

(1) Understanding principles of how all students develop and learn and using that knowledge to design active learning opportunities that are appropriately adapted for varied developmental levels and diverse approaches to learning;

(2) Integrating pedagogical studies with knowledge of a specific discipline to create meaningful learning experiences;

(3) Designing a variety of instructional strategies based on knowledge of subject matter, students, materials, technology, and curriculum frameworks, including the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established academic standards;

(4) Establishing a safe, orderly, and equitable learning environment that fosters positive social interaction, active engagement in learning, and self-motivation;

(5) Creating, selecting, and using formal and informal assessment strategies to evaluate student progress and utilizing the results to determine whether curricula programs are addressing student needs and facilitating student achievement;

(6) Using effective communication and consultation techniques with students, families, patrons, school colleagues, and community agencies to foster supportive relationships for students' lifelong learning, well-being, and readiness for the workforce;

(7) Reflecting on and evaluating instructional practices and continually seeking opportunities for professional growth and development; and

(8) Understanding the foundations of public education, technological and societal changes in schools, and the legal and ethical responsibilities of the teaching profession.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:07:02. (Effective through June 30, 2008) Pre-student teaching. Each education program shall require documentation of successful pre-student teaching experiences, both on-campus and off-campus, which provide a basis for selection of age/grade span and subject/area. Pre-student teaching shall require experiences which:

(1) Are designed and supervised by preschool through grade 12 personnel and institution faculty;

(2) Are developmental, beginning with early observations and progressing to supervised experiences related to the job responsibility;

(3) Provide the candidate with opportunities to apply theory to practices in the development of required skills and competencies; and

(4) Provide the candidate with opportunities to observe and participate in preschool through grade 12 activities applicable to the candidate's field of study and in environments of cultural diversity and varied disabilities.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:07:03. (Effective through June 30, 2008) Student teaching. Student teaching for each education program shall require the following:

(1) Opportunity to demonstrate competence in all job responsibilities required in the candidate's chosen program;

(2) A minimum of ten complete weeks of supervised experiences within the candidate's chosen program. Programs which provide dual authorizations require a full semester with a balance of time spent in both areas of authorization. A K-12 program requires experiences at two levels; and

(3) Opportunity for professional development through self, peer, and supervisory reflection on experience.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:16:08

REQUIREMENTS FOR BASIC TEACHING PROGRAMS

(Transferred to Chapter 24:53:07, effective July 1, 2008)

Section

24:16:08:01 Birth through preschool education program.

24:16:08:02 Transferred.

24:16:08:03 Birth through age eight early childhood program.

24:16:08:04	Birth through age eight early childhood and birth through age eight special education program.
24:16:08:05	K-8 elementary education program.
24:16:08:06	K-8 elementary education/special education program.
24:16:08:07	Transferred.
24:16:08:08	5-8 middle level education program.
24:16:08:09 and 24:16:08:10	Transferred.
24:16:08:11	7-12 secondary education program.
24:16:08:12	7-12 language arts education program.
24:16:08:13	Transferred.
24:16:08:14	7-12 mathematics education program.
24:16:08:15	Transferred.
24:16:08:16	7-12 science education program.
24:16:08:17	Transferred.
24:16:08:18	7-12 social science education program.
24:16:08:19	Transferred.
24:16:08:20	7-12 vocational-technical education program.
24:16:08:21	Transferred.
24:16:08:22	7-12 agriculture education program.
24:16:08:23	7-12 business education program.
24:16:08:24	Transferred.
24:16:08:25	7-12 home economics/family and consumer science education program.

24:16:08:26	7-12 marketing education program.
24:16:08:27	Transferred.
24:16:08:28	7-12 technology education program.
24:16:08:29	Transferred.
24:16:08:30	K-12 education program.
24:16:08:31	K-12 art education program.
24:16:08:32	Transferred.
24:16:08:33	K-12 comprehensive school health education program.
24:16:08:34	Transferred.
24:16:08:35	K-12 educational technology program.
24:16:08:36 and 24:16:08:37	Transferred.
24:16:08:38	K-12 music education program.
24:16:08:39	Transferred.
24:16:08:40	K-12 physical education program.
24:16:08:41 and 24:16:08:42	Transferred.
24:16:08:43	K-12 South Dakota Indian studies education program.
24:16:08:44	Transferred.
24:16:08:45	K-12 special education program.
24:16:08:46 and 24:16:08:47	Transferred.
24:16:08:48	K-12 world language education program.
24:16:08:49 to 24:16:08:51	Transferred.
24:16:08:52	K-12 reading specialist program.
24:16:08:53 to 24:16:08:58	Transferred.

24:16:08:01. (Effective through June 30, 2008) Birth through preschool education program. A birth through preschool education program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, which includes the following:

(1) Basic knowledge and understanding of growth and development of the child from birth through age eight with emphasis on the infant, toddler, and preschool child in physical, social, emotional, cognitive, language, and aesthetic areas to include:

- (a) Identifying typical and atypical behaviors;
- (b) Identifying individual learning needs, specifying goals relative to the needs, and implementing program objectives to facilitate those needs; and
- (c) Comprehending cultural diversity and its implications, to include supporting home language preservation and promoting anti-bias;

(2) Demonstrated competence in planning and implementing programs with developmentally appropriate curriculum to include:

- (a) Use of manipulative materials and play to enhance development and learning; and
- (b) Integrated learning experiences and activities using central concepts and tools of inquiry in all curriculum content areas with emphasis in language and literacy, mathematics, safety, nutrition, social sciences, science, music, drama, art, and movement;

(3) Establishing and maintaining positive collaborative relationships with families to include:

- (a) Identifying family diversity and dynamics and the implications of each to the child's development;

(b) Facilitating cooperation between home, school, and community to support the child's development, learning, and well-being; and

(c) Linking families with a range of family-oriented services based on identified resources, priorities, and concerns;

(4) Use of authentic, performance-based assessment to monitor and report progress to families and school personnel;

(5) Inclusion of children with disabilities;

(6) Integrating technology into teaching and learning; and

(7) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:02. Transferred to § 24:15:06:02.

24:16:08:03. (Effective through June 30, 2008) Birth through age eight early childhood program. A birth through age eight early childhood education program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, which includes the following:

(1) Basic knowledge and understanding of growth and development of the child from birth through age eight in physical, social, emotional, cognitive, language, and aesthetic areas to include:

(a) Identifying typical and atypical behaviors and establishing settings which enhance the child's development;

(b) Specifying goals to meet individual learning needs;

(c) Identifying and comprehending special needs and their diversity; and

(d) Comprehending cultural diversity and its implications, supporting home language preservation, and promoting an anti-bias approach;

(2) Demonstrated competence in planning, implementing, and evaluating programs with developmentally appropriate curricula to include:

(a) Use of manipulative materials and play as instruments for enhancing development and learning; and

(b) Prescribing meaningful integrated learning experiences and activities by using the central concepts and tools of inquiry in curriculum content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement;

(3) Establishing and maintaining positive, collaborative relationships with families to include:

(a) Identifying the implications of family diversity and dynamics to the child's development;

(b) Facilitating cooperation between home, school, and community to support the child's development, learning, and well-being; and

(c) Linking families with a range of family-oriented services based on identified resources, priorities, and concerns;

(4) Use of authentic, performance-based assessment to monitor and report progress to families and school personnel;

(5) Completion of the professional education requirements of §24:16:08:05 as follows:

(a) Two semester hours each in reading, children's literature, speech, and social studies;

- (b) Two semester hours of first aid and health;
 - (c) Five semester hours in composition, grammar, and language use;
 - (d) Nine semester hours in science, to include a balance of physical, biological, and earth/space science; and
 - (e) Nine semester hours in mathematics to include algebra or an equivalent.
- (6) Completion of the professional education requirements of subdivisions (7) and (8) of § 24:16:08:05 appropriate to kindergarten through grade two;
- (7) A three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and
- (8) Integrating technology into teaching and learning.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:04. (Effective through June 30, 2008) Birth through age eight early childhood and birth through age eight special education program. A birth through age eight early childhood and birth through age eight special education program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, which includes the following:

- (1) Basic knowledge and understanding of growth and development of the child from birth through age eight in physical, social, emotional, cognitive, language, and aesthetic areas to include:

(a) Identifying typical and atypical behaviors and establishing settings which enhance the child's development;

(b) Specifying goals to meet individual learning needs;

(c) Identifying and comprehending special needs and their diversity; and

(d) Comprehending cultural diversity and its implications, supporting home language preservation, and promoting an anti-bias approach;

(2) Demonstrated competence in planning, implementing, and evaluating programs with developmentally appropriate curricula to include:

(a) Use of manipulative materials and play as instruments for enhancing development and learning; and

(b) Prescribing meaningful integrated learning experiences and activities by using the central concepts and tools of inquiry in curriculum content areas including language and emergent literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement;

(3) Establishing and maintaining positive, collaborative relationships with families to include:

(a) Identifying the implications of family diversity and dynamics to the child's development;

(b) Facilitating cooperation between home, school, and community to support the child's development, learning, and well-being; and

(c) Linking families with a range of family-oriented services based on identified resources, priorities, and concerns;

- (4) Use of authentic, performance-based assessment to monitor and report progress to families and school personnel;
- (5) Integrating technology into teaching and learning;
- (6) Completion of the professional education requirements of § 24:16:08:05 as follows:
 - (a) Two semester hours each in reading, children's literature, speech and social studies;
 - (b) Two semester hours of first aid and health;
 - (c) Five semester hours of composition, grammar, and language use;
 - (d) Nine semester hours in science, to include a balance of physical, biological, and earth/space science; and
 - (e) Nine semester hours in mathematics to include algebra or an equivalent;
- (7) Completion of the professional education requirements of subdivisions 24:16:08:05(7) and (8) appropriate to kindergarten through grade two;
- (8) Completion of the requirements of subdivisions 24:16:08:45(1) to (6), inclusive appropriate to birth through age eight; and
- (9) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:05. (Effective through June 30, 2008) K-8 elementary education program. A K-8 elementary education program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, which includes

demonstrated competence in the following professional development areas and completion of the following subjects:

- (1) Two semester hours each in reading, children's literature, speech, United States government, United States history, and geography;
- (2) Two semester hours of first aid and health;
- (3) Five semester hours in composition, grammar, and language use;
- (4) Nine semester hours in science, to include a balance of physical, biological, and earth/space science;
- (5) Nine semester hours in mathematics, to include algebra or an equivalent;
- (6) Developmental characteristics of the elementary level learner and of the child with disabilities;
- (7) Curriculum development which uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program which facilitates student achievement and promotes lifelong learning;
- (8) Methodology of language arts, reading, social studies, natural science, mathematics, art, music, health, and physical education to include adapted physical education;
- (9) Integrating technology into teaching and learning;
- (10) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and
- (11) Verification that the candidate has completed the following competencies:
 - (a) Design of curriculum and instructional strategies for middle level learners;
 - (b) Developmental characteristics of the middle level learner; and
 - (c) Concepts of middle level education or the middle level learner.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:06. (Effective through June 30, 2008) K-8 elementary education/special education program. A K-8 elementary education/special education program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, which includes demonstrated competence in knowledge and skills defined in § 24:16:08:05 and in addition, the knowledge and skills as defined in § 24:16:08:45 as applicable to the K-8 learner.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:07. Transferred to § 24:15:06:03.

24:16:08:08. (Effective through June 30, 2008) 5-8 middle level education program. A 5-8 middle level education program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, which includes:

(1) Demonstrated competence through 18 semester hours of coursework each in two of the following content areas:

- (a) Language arts: reading, composition, grammar, literature, and speech;
- (b) Social science: South Dakota history, United States history, world history, government, and geography;
- (c) Mathematics: algebra, geometry, statistics, and trigonometry;
- (d) Natural sciences: biology, physical science, and earth or space science;

- (e) Music: music theory, instrumental music, vocal/choral music, and conducting;
 - (f) Physical education and health: personal health, physical fitness, nutrition, physical education programs, first aid, and CPR; or
 - (g) Art: art history, drawing, crafts, sculpture, and painting; and
- (2) Demonstrated competence in the following areas of professional education:
- (a) Study and experiences of effective learning and teaching strategies for middle level learners, which include interdisciplinary teams, teacher-based guidance programs, flexible groupings, exploratory programs, and alternative scheduling arrangements;
 - (b) Study and experiences in the developmental characteristics of the middle level learner and of the student with disabilities;
 - (c) Curriculum development which uses the South Dakota K-12 content standards as provided by SDCL 13-3-48 and other established K-12 academic standards to design an instructional program which facilitates student achievement and promotes lifelong learning;
 - (d) Teaching of middle level reading and methodology courses specific to the two areas constituting the major;
 - (e) Integrating technology into teaching and learning.
 - (f) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:09. Transferred to § 24:15:06:04.

24:16:08:11. (Effective through June 30, 2008) 7-12 secondary education program. A 7-12 secondary education program shall comply with all standards in general education and professional education and require an academic major or verified occupational work experience that meets standards of teaching programs in article 24:16. Professional education for the 7-12 secondary education program shall include:

(1) A course in teaching reading in the content area and a methodology course specific to the discipline;

(2) Knowledge of the developmental characteristics of the secondary level learner and of the student with disabilities;

(3) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program which facilitates student achievement and promotes lifelong learning;

(4) Integrating technology into teaching and learning;

(5) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and

(6) Verification that the candidate has completed the following competencies:

(a) Design of curriculum and instructional strategies for middle level learners;

(b) Developmental characteristics of the middle level learner; and

(c) Concepts of middle level education or the middle level learner.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:12. (Effective through June 30, 2008) 7-12 language arts education program.

A 7-12 language arts education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major in one of the specific areas of concentration, with at least 50 percent in upper division coursework, as follows:

- (1) Language arts - composite program, to include a balance of the following:
 - (a) Study of the history of the English language and how language is acquired, understood, and used;
 - (b) Study of reading, writing, listening, and speaking;
 - (c) Knowledge of processes by which one learns to read, including vocabulary development, word recognition, and comprehension;
 - (d) Study of representative body of world literature to include British, American, young adult, and contemporary;
 - (e) Study and experiences in analyzing literature from a broad historical perspective, of a variety of genres and a variety of authors by gender and ethnicity;
 - (f) Demonstrated competence in facilitating student responses to literature;
 - (g) Knowledge of the grammatical structure of written and oral English and the ability to teach that structure;
 - (h) Knowledge of processes by which one learns to write and of the varieties and purposes of written prose, and the ability to communicate that knowledge;
 - (i) Study of basic oral communication skills and oral communication genres and study of responsible oral communication;

(j) Study of mass communication forms, techniques, technologies, and processes for managing productions; and

(k) Study of basic skills in selecting, producing, promoting, organizing, and evaluating a theatrical activity;

(2) Language arts - drama/theater programs:

(a) Study of representative plays of past and present, the history of theater, and the function of theater in life;

(b) Study and experiences in directing a theatrical production;

(c) Study and demonstration of basic acting skills;

(d) Study and experiences in the technical requirements of a theatrical production; and

(e) Study and experiences in promoting, organizing, and evaluating an activity or production;

(3) Language arts - English education (composition/literature/speech):

(a) Study of the history of the English language and how language is acquired, understood, and used;

(b) Study of reading, writing, listening and speaking;

(c) Knowledge of processes by which one learns to read, including vocabulary development, word recognition, and comprehension;

(d) Study of representative body of world literature to include British, American, young adult, and contemporary;

(e) Study and experiences in analyzing literature from a broad historical perspective, of a variety of genres and a variety of authors by gender and ethnicity;

(f) Demonstrated competence in facilitating student responses to literature;

(g) Knowledge of the grammatical structure of written and oral English and the ability to teach that structure;

(h) Knowledge of processes by which one learns to write and of the varieties and purposes of written prose, and the ability to communicate that knowledge; and

(i) Study of basic oral communication skills and oral communication genres and study of responsible oral communication;

(4) Language arts - mass communications:

(a) Study and experiences in news selection, writing, reporting, and editing;

(b) Study of the role of the press in current society, including the tradition and history of the press, legal freedoms, and responsibilities of the press;

(c) Study and experiences in creating, editing, and publishing video, telecommunications, radio, television, and electronic transmission productions; and

(d) Study and experiences in management and production of school publications; and

(5) Language arts - speech/debate program:

(a) Study of basic oral communication, including theories of communication, function of the individual, language acquisition, and context variables, such as setting, purpose, audience, and subject;

(b) Study and experiences in oral communication genre, such as television news, documentary, and editorial reporting;

(c) Study of critical skills associated with oral communicative arts, including critical stances, relationship between the critic and the critical object, and the social value of criticism;

(d) Study of responsible communication, including ethical consciousness, free speech, and objectivity; and

(e) Study and experiences in developing and directing activities, such as debate, forensics, radio and television management, and film society.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:13. Transferred to § 24:15:06:06.

24:16:08:14. (Effective through June 30, 2008) 7-12 mathematics education program. A 7-12 mathematics education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, with at least 50 percent in upper division coursework, which includes the following:

(1) Recognition and formulation of problems from situations within and outside of mathematics and application of the process of mathematical modeling to these real world problems;

(2) Systematic study of trigonometry, abstract algebra, linear algebra, Euclidean and non-Euclidean geometry, statistics, probability, differential and integral calculus, number theory, and discrete mathematics; and

(3) Skills to use the tools of mathematical reasoning, including computers, calculators, and other technology, concrete materials used as models, tables and graphs, and written hypotheses, explanations, and arguments.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:15. Transferred to § 24:15:06:07.

24:16:08:16. (Effective through June 30, 2008) 7-12 science education program. A 7-12 science education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major in one of the specific content areas listed below, with at least 50 percent in upper division coursework, or a composite major, with a minimum of 18 hours in at least two of the specific program areas listed below. In addition, each 7-12 science education program shall require study in the processes by which science produces new knowledge and the nature of that knowledge, study in the history and philosophy of the particular science and the interrelationships among sciences, and study in health and safety procedures and conditions in science classrooms and laboratories. Coursework requirements include:

(1) Biology program. Coursework shall include a systematic, quantitative, and qualitative study of the fundamentals of biology content, to include the study of:

(a) The relationship of species, ecology, morphology, anatomy, physiology, genetics, development and classification of plants, animals, fungi, protista, and monera; and

(b) Structure and function of organisms at all levels of complexity from the molecular to the organ system;

(2) Chemistry program. Coursework shall include a systematic, quantitative, and qualitative study of:

(a) Fundamental principles of chemistry, biochemistry, and inorganic chemical nomenclature;

(b) Descriptive study of elements, molecules, and formula units;

(c) Study of organic chemistry with emphasis on reaction mechanisms, organic chemical nomenclature, and identification of organic substance through chemical and spectrophotometric means;

(d) Analytical chemistry with emphasis on fundamentals of analysis, wet chemist assay methods, separation chemistry, and relevant instrumentation; and

(e) Physical chemistry with emphasis on kinetic theory, thermodynamics, thermochemistry, electrochemistry, and quantum chemistry;

(3) Physics program. Coursework shall include a systematic, quantitative, and qualitative study of:

(a) Fundamental principles and laws of physics with emphasis on classical physics, optics, machines, fluid mechanics, kinetic theory, electrostatics, magnetism, electricity, and light;

(b) Fundamental atomic and nuclear physics with special emphasis on quantum mechanics, radioactivity, nuclear reactions, elementary particles, and instrumentation;

(c) Modern physics with emphasis on relativity, wave theory, statistical mechanics, and solid state; and

(d) Astrophysics or space science with emphasis on cosmology, characteristics of solar and galactic systems, instrumentation, and history of astronomy; and

(4) Earth science program. Coursework shall include a systematic, quantitative, and qualitative study of:

(a) Fundamental principles and laws of earth science with emphasis on physical geology, historical geology, paleontology, and geochemistry;

(b) Fundamental meteorology with emphasis on nomenclature, mapping, instrumentation, and weather prediction;

(c) Oceanography or hydrology with emphasis on origins, hydrologic cycles, aquatic life, composition, and water currents; and

(d) Astronomy or space science with emphasis on cosmology, origin of the solar system, characteristics of solar and galactic systems, instrumentation, and history of astronomy.

(5) Physical science program. Coursework requirements include:

(a) A balance of coursework that complies with the standards of the chemistry program and the physics program, and;

(b) Coursework in two of the following disciplines: astronomy, geology, or meteorology.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 31 SDR 129, effective March 22, 2005.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:17. Transferred to § 24:15:06:08.

24:16:08:18. (Effective through June 30, 2008) 7-12 social science education program. A 7-12 social science education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major in one of the specific content areas listed below, with at least 50 percent in upper division coursework:

(1) Social science - composite program: completion of a comprehensive major which includes a balance of coursework in the specific areas of social science as listed in subdivisions (2) to (7), inclusive;

(2) Social science - economics: the study of the principles and processes underlying current problems and practices in various economic systems, the application of social and governmental controls to economics, and current approaches to consumer education and free enterprise curricula;

(3) Social science - geography: the study of Earth's people, environments, and places from a spatial perspective. Specific themes include location, regions, physical and human elements of place, human interaction with the natural environment, and movement of people, materials, and ideas;

(4) Social science - history: the study of the origin and historical development of various cultures throughout the world; the interplay of geographical, economic, political, cultural, and social forces in shaping civilizations in the western and/or non-western worlds, the meaning of South Dakota and United States heritage; and the economic, political, cultural, and social background of contemporary life in South Dakota and in the United States as related to each other and to the world setting;

(5) Social science - political science: the study of the nature of government in modern society; local, state, and national units of government in the United States including comparisons with similar and dissimilar forms of government in other countries; the history of political ideas; international issues; varieties of political behaviors; and efforts to choose, make, and evaluate public policy;

(6) Social science - psychology: the study of the history and basic principles of psychology; the physiological, affective, and cognitive foundations of behavior; the social basis and development

of behavior; the concepts of normal and abnormal behavior; professional ethics; and emerging areas of psychology research; and

(7) Social science - sociology: the study of the institutions in United States society; major problems such as those relating to minority groups, health and medical care, employment and industrial relations, crime and delinquency, poverty, and alcohol and drug abuse; energizing sociological issues; and similarities and differences existing among the world's cultural institutions and peoples.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:19. Transferred to § 24:15:06:09.

24:16:08:20. (Effective through June 30, 2008) 7-12 vocational-technical education program. A 7-12 vocational-technical education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require:

(1) 6,000 hours of occupational work experience within the last five years in a trade and industry or health and human services occupation for which the department approves 7-12 vocational-technical programs. If competence in the appropriate occupational field is not a prerequisite for admission into a vocational-technical education program, the institution shall arrange vocational training or supervised work experience, or both; and

(2) Completion of coursework, mentorship program, or combination of both which ensures that the candidate has knowledge of and experience in the following:

(a) History and philosophy of vocational-technical education;

- (b) Authentic assessment;
- (c) Organization and coordination of cooperative educational programs; and
- (d) Vocational-technical curriculum construction and delivery.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:21. Transferred to § 24:15:06:10.

24:16:08:22. (Effective through June 30, 2008) 7-12 agriculture education program. A

7-12 agriculture education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, which includes the following:

(1) 2,000 hours of a practical occupational work experience in the agricultural industry verified by the institution;

(2) An understanding of the biological, physical, and applied sciences as they relate to practical solutions of agricultural problems;

(3) A broad and comprehensive study of the essentials in both production agriculture and agribusiness;

(4) A sequence of studies and experiences which provide basic knowledge, understanding, and competence in the following areas:

- (a) Plant and horticulture science;
- (b) Animal science;
- (c) Agricultural business management;
- (d) Agricultural mechanization science;

- (e) Agricultural marketing;
- (f) Food science; and
- (g) Natural resources, ecology, and environment;

(5) Studies and experiences which enable the prospective teacher to perform the appropriate occupational skills while working with pupils and adults in projects and programs related to agricultural instruction;

(6) Leadership development through required study and practice of speech and group cooperative efforts; and

(7) Completion of requirements in §24:16:08:20(2).

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:23. (Effective through June 30, 2008) 7-12 business education program. A 7-12 business education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, with at least 50 percent in upper division coursework, which includes the following:

- (1) Study of accounting, computation, and finance;
- (2) Study of economics and international business;
- (3) Study of business law, management, marketing, entrepreneurship education, and interrelationships of business functions, including national policies, ethics, and political thinking;
- (4) Study of communications and career development;

- (5) Study of information systems;
- (6) Study of office technology, including study related to 7-12 program planning and development; and
- (7) Business-related occupational work-based practicum or internship.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:24. Transferred to § 24:15:06:11.

24:16:08:25. (Effective through June 30, 2008) 7-12 home economics/family and consumer science education program. A 7-12 home economics/family and consumer science education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, which includes the following:

- (1) Study of communication skills that nurture positive relationships within the family, workplace, and diverse communities;
- (2) Study of diversity in human/individual and family development;
- (3) Study of parenting roles and responsibilities;
- (4) Study of nutrition, health, and total wellness;
- (5) Study of consumer and family resource management (including housing, clothing, health/community services, and finances) to achieve goals throughout the life span;
- (6) Study of employability skills, life planning, and careers in home economics/family and consumer sciences;

(7) The study of balancing work and family responsibilities with an emphasis on decision making in the management of multiple roles; and

(8) Completion of requirements in § 24:16:08:20(2).

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:26. (Effective through June 30, 2008) 7-12 marketing education program. A 7-12 marketing education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, with at least 50 percent in upper division coursework, which includes the following:

(1) Study of marketing, purchasing, merchandising, promotion/advertising, salesmanship, information systems, entrepreneurship education, management, international marketing, national policies, ethics, and political thinking;

(2) Demonstrated competency to plan, develop, and implement a marketing education work-based learning experience; and

(3) Marketing/retailing experience related to an occupational work-based practicum.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:27. Transferred to § 24:15:06:12.

24:16:08:28. (Effective through June 30, 2008) 7-12 technology education program. A 7-12 technology education program shall comply with all standards in general education,

professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, which includes the following:

(1) An understanding of the foundations, philosophy, principles, and methods of technology education used in schools at the elementary, middle, secondary, and adult levels;

(2) Understanding of the role of technology education in relation to technical, trade, and industrial education and to other components of the general school program;

(3) An awareness of the various definitions, philosophies, and framework of technology education;

(4) Information and application activities, with a systems orientation, in the areas of graphic communications, electronic communications, manufacturing, construction, transportation, power, and bio-related technologies;

(5) Opportunities to assess and manage the resources of technology, such as information, time, energy, materials, people, capital, tools, and machines;

(6) Opportunities to apply the principles of design and technological problem-solving methods;

(7) Opportunities to design, produce, and test individual products by using tools and materials similar to those in industry;

(8) Information and experiences regarding computers and information systems, including planning, set-up, usage, and evaluation; and

(9) Opportunities for activities and experiences in managing, maintaining equipment, and developing curriculum for a modern technology education laboratory.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:29. Transferred to § 24:15:06:13.

24:16:08:30. (Effective through June 30, 2008) K-12 education program. A K-12 education program shall comply with all standards in general education and professional education and require professional education work and an academic major that meets standards of teaching programs in article 24:16 in the following areas:

- (1) Art;
- (2) Educational technology;
- (3) World languages;
- (4) Library media;
- (5) Composite music or instrumental music or vocal music;
- (6) Physical education;
- (7) Comprehensive school health;
- (8) Special education;
- (9) South Dakota Indian studies;
- (10) Reading specialist;
- (11) Professional education that includes coursework and training in the following:
 - (a) A course in teaching reading in the content area and a methodology course specific to the discipline;
 - (b) Developmental characteristics of the elementary level, middle level, and secondary level learner and of the student with disabilities;

(c) Curriculum development which uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program which facilitates student achievement and promotes lifelong learning; and

(d) Integrating technology into teaching and learning;

(12) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and

(13) Verification that the candidate has completed the following competencies:

(a) Design of curriculum and instructional strategies for middle level learners;

(b) Developmental characteristics of the middle level learner; and

(c) Concepts of middle level education or the middle level learner.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:31. (Effective through June 30, 2008) K-12 art education program. A K-12 art education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major, which includes the following:

(1) Knowledge, understanding, and appreciation of art in past cultures with emphasis on the relationship of art to the culture in which it was produced and its influence on subsequent cultures;

(2) Development of the candidate's ability to set goals for students' learning based on clear conceptions of how art links students to broad human purpose;

(3) Utilization of the knowledge of art, art materials, and psychology of human behavior to help students understand, create, interpret, and evaluate art; and

(4) Development of the candidate's proficiency in at least one medium and to utilize several media including painting, drawing, sculpture, crafts, conceptual art, and other emerging technologies and media.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:32. Transferred to § 24:15:06:14.

24:16:08:33. (Effective through June 30, 2008) K-12 comprehensive school health education program. A K-12 comprehensive school health education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major, which includes competence in designing, implementing, administering, and evaluating a total comprehensive school health education curriculum that includes:

- (1) Personal health;
- (2) Nutrition;
- (3) Individual growth and development;
- (4) Injury prevention and safety;
- (5) Tobacco, alcohol, and other drugs;
- (6) Family living;
- (7) Consumer and community health;
- (8) Environmental health;

- (9) Communicable and chronic diseases; and
- (10) Mental and emotional health.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:34. Transferred to § 24:15:06:15.

24:16:08:35. (Effective through June 30, 2008) K-12 educational technology program.

A K-12 educational technology education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require course work sufficient to constitute a major, with 50 percent in upper division coursework, which includes the following:

(1) Study in basic educational technology that builds a foundation for using computers and related technologies in educational setting. Content includes:

- (a) Basic computer/technology operations and concepts;
- (b) Personal and professional use of technology; and
- (c) Appropriate use of technology in instruction.

(2) Study in basic educational technology that provides concepts and skills preparing teachers to teach applications and use technology to support other content areas. Topics include:

- (a) Social, ethical, and human issues;
- (b) Productivity tools;
- (c) Telecommunications and information access;
- (d) Research, problem solving, and product development;

(3) Preparation in educational technology that prepares teachers for integrating teaching methodologies with knowledge about use of technology to support teaching and learning. Content includes:

(a) Teaching methodology; and

(b) Hardware/software selection, installation, and maintenance; and

(4) Study in educational technology leadership that prepares teachers for exhibiting leadership in the identification, selection, installation, maintenance, and management of computing hardware and software and the uses of computers and related technologies throughout the curriculum. Content includes:

(a) Research and theories;

(b) Instructional design and product development;

(c) Information access and delivery;

(d) Operating systems; and

(e) Software/hardware selection, installation, and maintenance.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:36. Transferred to § 24:15:06:16.

24:16:08:38. (Effective through June 30, 2008) K-12 music education program. A K-12 music education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major, which includes the following:

- (1) Studies of the language and grammar of music, common elements of music, rhythm, melody, harmony, timbre, texture, dynamics, form, and their interaction;
- (2) Ability to convey an understanding of music elements in both aural and visual analysis;
- (3) Study and experiences designed to develop the following:
 - (a) Basic conducting skills, score reading, and rehearsal techniques;
 - (b) Ability to compose, arrange, transpose, and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations;
 - (c) Ability to guide creative experiences and improvise in an extemporaneous performance;
 - (d) Proficiency on piano sufficiently advanced for demonstration;
 - (e) Advanced ability sufficient to ensure accurate and musically expressive performance;
 - (f) Ability to perform in large ensembles and a variety of small ensembles; and
 - (g) Ability to select, evaluate, and use literature and materials suitable for teaching music at all levels;
- (4) Study of music history and literature, the relationship of music and other arts in past and contemporary cultures, and the placement of compositions according to historical and stylistic perspectives;
- (5) Study and experiences designed to develop knowledge of and performance ability of the voice sufficient to teach vocal/choral music;
- (6) Experiences in performing vocally in solo and in ensembles, conducting choral and instrumental ensembles, and teaching vocal students individually, in small and large groups, and in general music settings for vocal/choral music programs;

(7) Study and experiences designed to develop knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach students in heterogeneous and homogeneous groups in instrumental music programs;

(8) Experiences in performing on an instrument in solo and in small and large ensembles, conducting instrumental and choral ensembles, and teaching instrumental students individually and in small and large groups for instrumental music programs; and

(9) Study to develop the process skills of analysis, synthesis, and evaluation essential to the arts.

A composite music education program must comply with subdivisions 1 to 9, inclusive. A vocal music education program must comply with subdivisions 1 to 6, inclusive, and with subdivision 9. An instrumental music education program must comply with subdivisions 1 to 4, inclusive, and subdivisions 7 to 9, inclusive.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:39. Transferred to § 24:15:06:18.

24:16:08:40. (Effective through June 30, 2008) K-12 physical education program. A K-12 physical education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major, which includes the following:

(1) Study designed to develop knowledge of the aims and objectives of physical education in the schools;

(2) Knowledge of the structure and function of the human body, including the principles of human physiology, anatomy, basic body chemistry, exercise science, and adapted physical education;

(3) Study of the behavioral and social sciences pertinent to physical education;

(4) Study and experience designed to develop the skills and capability to lead, analyze, and make prescriptions to enhance student motor performance in fundamental motor skills, gymnastics, rhythms and dance, outdoor recreation, individual and dual activities, and competitive and noncompetitive team activities (excluding participation in interscholastic sports);

(5) Study and experience designed to develop knowledge and skills in organizing, planning, administering, and evaluating a total program of physical education, including intramural, recreational, and interscholastic activities;

(6) Demonstrated competence in the care and prevention of athletic injuries; and

(7) Study of the common areas of disabilities, the state and federal laws dealing with education of students with disabilities, and modifications for teaching those students who may be placed appropriately in regular physical education and adapted physical education classes.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:41. Transferred to § 24:15:06:19.

24:16:08:43. (Effective through June 30, 2008) K-12 South Dakota Indian studies education program. A K-12 South Dakota Indian studies education program shall comply with all standards in general education, professional education, and K-12 education program

requirements, require coursework sufficient to constitute a major, with at least 50 percent in upper division coursework, and require study and experience in the:

- (1) History of the South Dakota American Indian languages and how oral and written language is acquired, understood, and used;
- (2) Culture, social, political, and economic systems of South Dakota American Indians;
- (3) Psychology, philosophy, and education of South Dakota American Indians; and
- (4) Contemporary literature of South Dakota American Indians and other Native Americans.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:44. (Effective through June 30, 2008) Transferred to § 24:15:06:21.

24:16:08:45. (Effective through June 30, 2008) K-12 special education program. A K-12 special education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major with at least 50 percent upper division, which includes the following:

- (1) Etiology and characteristics of disabilities as defined by the Individuals with Disabilities Education Act Amendments of 1997, H.R. 105-17 (June 4, 1997) and by chapter 24:05:24.01, and the impact of each disability on the learning process;
- (2) Assessment, evaluation, and screening instruments and strategies to include:
 - (a) Development, selection, administration, and interpretation of formal and informal instruments and strategies used to determine the level of individual student performance in

academic, cognitive, communicative, social, emotional, behavioral, psychomotor, prevocational/vocational, social, and independent living skills areas;

(b) Application of evaluation and other information in determining whether a student has a disability and requires special education or special education and related services; and

(c) Application of evaluation and other information in development and implementation of an individual education program appropriate to students' needs;

(3) The placement committee process, including:

(a) Roles and responsibilities of required members as described in chapter 24:05:25;

(b) Development of individual educational programs consistent with the requirements of chapter 24:05:27;

(c) Development and implementation of positive behavior management to include interventions, strategies, and supports as appropriate for individual students;

(d) Development and implementation of supplementary aids and services, program modifications, and supports necessary for students with disabilities to be involved and progress in the general curriculum and in extracurricular and nonacademic activities;

(e) Monitoring student progress toward annual goals as stated on the individual's educational program; and

(f) Organization, maintenance, and appropriate use of student records;

(4) Instructional strategies, materials, and equipment to include:

(a) Development, implementation, and evaluation of a variety of instructional approaches for students with disabilities to meet their needs as determined by the placement committee and described on the individual education plan (IEP);

(b) Selection, adaptation, and use of commercial and teacher-made media and instructional materials to provide specially designed instruction to students with disabilities;

(c) Adaptation of environment, equipment and devices, teaching materials, and instructional methodology needed to provide students with disabilities appropriate education in the least restrictive environment; and

(d) Basic knowledge of assistive technology devices and services necessary for students with disabilities to receive a free appropriate public education;

(5) Communication skills and use of resources and services to include:

(a) Knowledge of transition planning as defined in § 24:05:27:13.02;

(b) Basic knowledge of the early intervention service system for infants and toddlers with disabilities, the rehabilitation service system, and other interagency service systems;

(c) Use of internal and community resources to improve educational programs for students with disabilities; and

(d) Effective functioning as multidisciplinary team members, consultants, and service providers; and

(6) Basic knowledge of national and state laws, policies, and procedures which affect children and youth with disabilities.

A deaf/hearing impaired program must comply with this section specific to individuals who are deaf/hearing impaired and subdivision 24:16:08:46(1), K-12 special education endorsement program - deaf/hearing impaired.

A blind/visually impaired program must comply with this section specific to individuals who are blind/visually impaired and subdivision 24:16:08:46(2), K-12 special education endorsement program - blind/visually impaired.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:46. Transferred to § 24:15:06:22.

24:16:08:48. (Effective through June 30, 2008) K-12 world language education program. A K-12 world language program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major with 50 percent upper division, which includes the following:

- (1) Study designed to develop skills in the use of the target language, including the following:
 - (a) Understanding the language as spoken by a native at a normal conversational tempo;
 - (b) Speaking the language with sufficient command of vocabulary, phonology, and syntax to carry on conversations with native speakers;
 - (c) Reading the language with immediate comprehension; and
 - (d) Writing the language at a level of clarity and correctness which is acceptable to native speakers;
- (2) Study designed to develop skill in language analysis, including the following:
 - (a) Analyzing the phonology, morphology, and syntax of the language and clarifying the differences and similarities between the language and English; and
 - (b) Using the knowledge derived from applied linguistics in studying the language;
- (3) Study designed to provide knowledge of the target culture, including the following:
 - (a) Classifying the principal ways in which the culture resembles and differs from that of the United States;

(b) Understanding geography, history, social customs, literature, arts, and music and their role in the contemporary civilization of the culture; and

(c) Displaying knowledge of representative literary masterpieces; and

(4) Study designed to provide for the development of the unique abilities necessary to teach the target language, including the following:

(a) Conducting classroom activities exclusively in the language;

(b) Devising drills and exercises that develop student knowledge of the structure of both the language and English;

(c) Guiding students toward free, personal conversation in the language;

(d) Creating situations which cause students to use the language;

(e) Using a variety of learning situations which bring the reality of the culture closer to the student; and

(f) Developing, encouraging, and promoting student participation in activities and events which reflect the contemporary ways of life of the culture.

The preparation of teachers of classical languages shall follow the standards in this section, except that the emphasis shall be on understanding the language and gaining control of its sounds, structure, and vocabulary rather than on conversational objectives.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:08:49. Transferred to § 24:15:06:24.

24:16:08:52. (Effective through June 30, 2008) K-12 reading specialist program. A K-12 reading specialist program shall require the following:

- (1) A master's degree with an emphasis in reading;
 - (2) Three years of teaching experience in a K-12 setting;
 - (3) Study of varied theoretical orientations to reading development and reading education;
- and

- (4) Study of and actual or simulated experience in the following areas:
 - (a) Design, development, implementation, and evaluation of remedial, developmental, and accelerated reading programs and their interrelationship to the purpose of accomplishing specific tasks or for pleasure;
 - (b) Language process of reading, writing, listening, speaking, and their interrelationships;
 - (c) Use of child and adolescent literature and reading aloud;
 - (d) Individualization of the reading program as a means of personal and social growth;
 - (e) Collaboration with teachers, parents, and community to strengthen students' reading abilities in a comprehensive reading program; and
 - (f) Use of research as the basis for instructional decision making.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: 13-1-12.1, 13-42-3.

Law Implemented: 13-42-3, 13-42-4.

24:16:08:53. Transferred to § 24:15:06:27.

24:16:08:59. (Effective through June 30, 2008) 7-12 mathematics/science composite program. A 7-12 mathematics and science composite education program shall comply with all

standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a composite major, with a minimum of 18 hours of mathematics coursework that meets the requirements of § 24:15:06:07 and a minimum of 18 hours of science coursework in at least one of the content areas of § 24:15:06:08.

Source: 31 SDR 129, effective March 22, 2005.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:16:09

REQUIREMENTS FOR ADMINISTRATIVE PROGRAMS

(Transferred to Chapter 24:53:08, effective July 1, 2008)

Section

24:16:09:01 Preschool through grade eight or 7-12 principal program

24:16:09:02 Preschool through grade 12 career school superintendent program.

24:16:09:03 to 24:16:09:05 Transferred.

24:16:09:01. (Effective through June 30, 2008) Preschool through grade eight or 7-12 principal program. A preschool through grade eight or 7-12 principal program shall require:

- (1) A master's degree in education;
- (2) Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students;
- (3) Demonstrated competence related to the age/grade span for which authorization is sought in the following:

(a) Knowledge and skills related to group dynamics, decision making, goal setting, human relations, employer and employee relations, and communications;

(b) Skills as a facilitator in the development of curriculum and evaluation for academic, vocational-technical, technological, and special education programs and their interrelationships;

(c) Knowledge and skills related to establishing partnerships with parents, business, industry, and other community members and agencies;

(d) Knowledge and skills in developing and implementing an effective staff selection, evaluation, and development process;

(e) Knowledge and skills to implement various organizational configurations including preschool and middle school;

(f) Orchestrating a faculty toward goals developed through systemic planning; and

(g) Identifying and utilizing the strengths of individual staff members; and

(4) Internship to include all job responsibilities of the principalship at the age/grade span for which authorization is sought.

For a preschool through grade eight principal program, subdivision (3)(b) must include development and evaluation of curriculum for preschool through junior high school or middle school.

For a 7-12 principal program, subdivision (3)(b) must include development and evaluation of curriculum for middle school through secondary school.

For a preschool through grade 12 principal program, subdivision (3)(b) must include development and evaluation of curriculum for preschool through secondary school.

For a preschool through grade 12 principal program, subdivision (3)(e) must include implementation of organizational configurations for preschool through secondary school.

For a preschool through grade 12 principal program, subdivision (4) must include time spent in at least two of the levels of elementary school, junior high/middle school, or secondary school.

Principal programs may be developed with multiple options to earn eligibility for a preschool through grade 12 principal program within the same masters degree or as an additional certification-only principal program.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 181, effective May 20, 2004; 30 SDR 211, effective July 5, 2004.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:09:02. (Effective through June 30, 2008) Preschool through grade 12 career school superintendent program. A preschool through grade 12 career school superintendent program shall require:

- (1) A valid teacher certificate;
- (2) Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students; and
- (3) Completion of an education specialist or doctoral degree which ensures:
 - (a) Competence in administration of academic, vocational-technical, technological and special education, funds and facilities, personnel administration, staff development, and systemic planning;

(b) Competency in processing skills such as discovering, diagnosing, goal setting, planning, decision making, establishing priorities, organizing, delegating, communicating, evaluating, conflict resolution, and researching;

(c) Knowledge of superintendency as it relates to school boards, unions, civic organizations, professional organizations, staff, and community; and

(d) Internship which allows participation in all job responsibilities of the cooperating superintendent.

Source: 25 SDR 13, adopted August 10, 1998, effective September 1, 2000; 30 SDR 181, effective May 20, 2004; 30 SDR 211, effective July 5, 2004.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:09:03. Transferred to § 24:15:06:34.

24:16:09:04. Transferred to § 24:16:10:07.

24:16:09:05. Transferred to § 24:16:10:08.

CHAPTER 24:16:10

REQUIREMENTS FOR SCHOOL SERVICE PROGRAMS

(Transferred to Chapter 24:53:09, effective July 1, 2008)

Section

- | | |
|-------------|---|
| 24:16:10:01 | Preschool through grade 12 school counselor education program. |
| 24:16:10:02 | Preschool through grade 12 school library media specialist education program. |
| 24:16:10:03 | Birth to age 21 school psychologist education program. |
| 24:16:10:04 | Transferred. |
| 24:16:10:05 | Birth to age 21 school speech/language pathologist education program. |

24:16:10:06 Preschool to grade 12 school social work education program.

24:16:10:07 Birth to age 21 special education director.

24:16:10:08 Preschool through grade 12 curriculum director program.

24:16:10:01. (Effective through June 30, 2008) Preschool through grade 12 school counselor education program. A preschool through grade 12 school counselor education program shall require a master's degree in school guidance or counseling, which includes the following:

(1) Study of the philosophies, organizational structures, counseling theories, professional organizations, and activities related to comprehensive school counseling;

(2) Study of social, emotional, and cultural issues, including parent/family education, child abuse, substance abuse, human sexuality, sex equity, and androgynous issues;

(3) Study and experience in the following:

(a) Assessing and interpreting learner intelligence, aptitude, behaviors, interest, achievement, and patterns;

(b) Assisting in the development of individual education plans for students identified as having counseling issues;

(c) Individual and group counseling to include design, implementation, and application of preventive, remedial, and developmental strategies and services;

(d) Referral processes to community, public, private, medical, social, and educational agencies;

(e) Career counseling; and

(f) Advocacy for the child; and

(4) Completion of a 600-hour internship under the supervision of a certified school counselor.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: 13-1-12.1, 13-42-3.

Law Implemented: 13-42-3, 13-42-4.

24:16:10:02. (Effective through June 30, 2008) Preschool through grade 12 school library media specialist education program. A preschool through grade 12 school library media education specialist program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, along with study and experiences designed to develop:

(1) Competence in selection of printed and nonprinted media to support the instructional program, including emerging technology;

(2) Competence in the use and integration of multiple sources of information media into the learning process;

(3) Competence in the cataloging and management of information resources;

(4) Competence in the use of research sources and methods of information retrieval;

(5) Competence in administration, supervision, evaluation, and management of human and media resources; and

(6) Competence in introducing children and young adult students to literature through reading guidance coursework.

State certification may be issued after completion of a master's degree at an American Library Association accredited library school or a National Council for Accreditation of Teacher Education approved master's degree designed to prepare school library media specialists.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:10:03. (Effective through June 30, 2008) Birth to age 21 school psychologist education program. A birth to age 21 school psychologist education program shall require a graduate degree in school psychology, which includes the following:

(1) Study and experiences to develop knowledge of the operation of K-12 schools, the roles of school personnel, and curriculum development at all grade levels;

(2) A concentration of coursework psychological in nature, including psychological foundations, assessment, and interventions;

(3) Demonstrated competence in administering and interpreting intelligence scales, projective tests, behavior rating scales, and in converting assessment information to written reports;

(4) Etiology and characteristics of disabilities as defined by the Individuals with Disabilities Education Act Amendments of 1997, H.R. 105-17 (June 4, 1997) and by chapter 24:05:24.01;

(5) Study and experiences in conducting and interpreting recent research developments in psychological assessment as it relates to special education;

(6) Understanding of the school psychologist's role and application of the understanding through experiences working with service teams and families of special needs children; and

(7) A supervised internship in an accredited school setting for a period of one academic year.

State certification may be issued with documentation of current national certification by the National Association of School Psychologists.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:10:04. Transferred to § 24:15:06:35.

24:16:10:05. (Effective through June 30, 2008) Birth to age 21 school speech/language pathologist education program. A birth to age 21 school speech/language pathologist education program shall require the following at the master-degree level from an accredited speech language pathologist program:

- (1) Demonstrated competence of skills listed in § 24:16:08:45;
- (2) Study of basic human communication processes to include speech, language, and hearing; anatomic and physiologic bases; physical and psychophysical bases; and linguistic, psycholinguistic, and sociolinguistic aspects;
- (3) Study of phonetics and normal speech and language development;
- (4) Study of articulation and phonological disorders, their etiology, evaluation and treatment strategies, and prevention;
- (5) Study of developmental and acquired language disorders, their etiology, evaluation and treatment strategies, and prevention;
- (6) Study of additional disorder classification such as voice, nasal resonance, fluency, feeding and dysphasia, and motor speech;

- (7) Study of hearing disorders and hearing evaluation;
- (8) Study of habitation/rehabilitation strategies for those with hearing disorders;
- (9) Study of communication processing and communication disorders among culturally and linguistically diverse populations; and
- (10) At least 25 clock hours of supervised observation and 350 clock hours of clinical practicum supervised by a American Speech Language Hearing Association certified speech/language pathologist that includes the in-depth evaluation and treatment of children and adults with communication disorders.

In order to meet the requirements of § 24:05:16:17(4), the year 2020 is the date established by the department for the retraining of personnel to meet appropriate professional requirements for school speech/language pathologists.

Source: 25 SDR 13, adopted August 10, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:10:06. (Effective through June 30, 2008) Preschool to grade 12 school social work education program. A preschool to grade 12 school social work education program shall require a master's degree in social work, which includes the following:

- (1) A concentration of coursework social work in nature, including social work foundations assessment, and interventions;
- (2) The study of human behavior in the social environment; social work with individuals, groups, and communities;
- (3) A supervised internship in a social work agency for a period of one semester; and
- (4) A study and/or experience in the following:

(a) Demonstrated competence in social work assessment and intervention based on family systems model;

(b) Knowledge of the referral process to community, public, private, medical, social, and educational agencies;

(c) Advocacy for children and their families;

(d) Understanding the needs of special and diverse population groups and application of the understanding in social work intervention;

(e) Verification of coursework related to the operation of K-12 schools, the role of school personnel, and the role of a social worker in the school setting; or

(f) Verification of a minimum of one semester of supervised internship or one year of employment in the school setting.

Certification will be granted upon proper documentation, by the Department of Education as a School Service Specialist and with documentation of a license by the South Dakota Board of Social Work Examiners.

Source: 30 SDR 181, effective May 20, 2004.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:10:07. (Effective through June 30, 2008) Birth to age 21 special education director. A birth to age 21 special education director program shall require:

(1) A master's degree in education;

(2) Three years of verified classroom teaching experience at the elementary, early childhood or secondary level on a valid certificate, one of which was with special education as the major responsibility. Three years of experience in which special education students were the

major responsibility as a speech clinician or school psychologist may be accepted in lieu of the above teaching requirement; and

(3) Study and experiences designed to develop:

(a) Demonstrated competence in understanding the full continuum of curricular, service, and placement options available to children and youth with disabilities;

(b) Understanding of the organization and governance of school systems and special education programs in particular, including:

(i) Administration and evaluation of special education programs and the relationship between special education and other components of the educational system;

(ii) School finance, including budget preparation, analysis, allowances within the law, and accountability; and

(iii) Implementation of effective personnel policies, including supervision, staff development, and the evaluation process;

(c) Understanding of the characteristics and best teaching practices for disabilities identified in the IDEA;

(d) Knowledge of federal and state laws and policies governing special education and their implementation; and

(e) A practicum to include experiences in birth to age 21 special education programs.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 181, effective May 20, 2004; transferred from § 24:16:09:04, 31 SDR 43, effective October 3, 2004.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:10:08. (Effective through June 30, 2008) Preschool through grade 12 curriculum director program. A preschool through grade 12 curriculum director program shall require:

- (1) A master's degree in education;
- (2) Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students; and
- (3) Demonstrated competence in the following:
 - (a) Knowledge and skills related to group dynamics, decision making, goal setting, human relations, employer and employee relations, and communications;
 - (b) Skills as a facilitator in the development and evaluation of education curriculum;
 - (c) Knowledge and skills related to educational trends and issues, program development, implementation, and evaluations, instructional strategies, and student assessment; and
 - (d) Knowledge of curriculum history and philosophy.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 181, effective May 20, 2004; transferred from § 24:16:09:05, 31 SDR 43, effective October 3, 2004.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.